DOCUMENT RESUME

ED 411 650 EC 305 842

AUTHOR	Vaughn, Sharon; Bos, Candace S.; Schumm, Jeanne Shay
TITLE	Teaching Mainstreamed, Diverse, and At-Risk Students in the General Education Classroom.
ISBN	ISBN-0-205-19954-2
PUB DATE	1997-00-00
NOTE	550p.
AVAILABLE FROM	Allyn & Bacon Inc., 160 Gould St., Needham Heights, MA 02194.
PUB TYPE	Books (010) -- Guides - Classroom - Teacher (052)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Behavior Problems; *Disabilities; Diversity (Student); Elementary Secondary Education; *Gifted; *Grouping (Instructional Purposes); *High Risk Students; *Inclusive Schools; Mainstreaming; Mathematics Instruction; Minority Group Children; Parent Teacher Cooperation; Peer Acceptance; Reading Strategies; Self Advocacy; *Teacher Collaboration; Teaching Methods; Writing Strategies

ABSTRACT

Designed for general education teachers, this book contains more than 40 specific learning activities and sample lessons for immediate practical applications in the inclusive classroom. The book is organized into three major sections. The first section, "Mainstreaming and Inclusion Strategies for Classroom Teachers," addresses issues regarding mainstreaming, inclusion, and laws, and then provides guidelines and suggestions for how teachers can orchestrate their classrooms for students with special needs. It includes strategies for planning, grouping, managing the classroom, and working collaboratively with parents and professionals. The second section, "Teaching Students with Disabilities and Diverse Needs," addresses the education of students with disabilities, including learning disabilities, attention deficit disorders, communication disorders, mental retardation and severe disabilities, visual impairments, hearing impairments, physical disabilities, and health impairments. The latter part of this section focuses on teaching students who are culturally and linguistically diverse, students at-risk, and gifted or talented students. Instructional practices and specific accommodations are presented in each of the chapters. The third section, "Curriculum Adaptations for Special Learners," provides specific instructional practices for curricular areas, including reading, writing, mathematics, and content area learning. An appendix includes 24 activities for teaching self-advocacy, learning strategies, and study skills to older students. (Contains over 1,000 references.) (CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****